DOCUMENT RESUME

ED 027 314 TE 001 256

By-Haugh, Oscar M., Ed.

Recommendations for the Doctorate in English Education.

Pub Date Feb 69

Note-4p.; In "Conference on English Education Newsletter," n14, p3-6, February 1969.

EDRS Price MF-$0.25 HC-$0.30

Descriptors-College Programs, Composition (Literary), *Degree Requirements, Doctoral Degrees, *Doctoral Programs, Educational Research, Education Courses, *English Education, English Programs, Graduate Study, Guidelines, Higher Education, Language, Literature, Methods Courses, Professional Education, Teacher Education

Chief officers of the Association of Departments of English, the Modern Language Association, and the National Council of Teachers of English met in Fort Lauderdale, Florida, May 17-18, 1968, to determine what recommendations might be made for doctoral programs in English Education. The conclusions reached were based on surveys of existing programs and the duties of present specialists. It was decided that the doctoral program should prepare recipients of the degree to become supervisors of English programs in elementary and secondary schools, to teach English methods courses in Colleges, to supervise student teachers, and to carry out and direct research. As background for admission, a candidate should have an understanding of the social and behavioral sciences, a fourth-year college-level knowledge of one foreign language and its literature, and at least 2 years' teaching experience at the elementary or secondary level. Administered by a department of education, of English, or both, the program should require the equivalent of 96 semester hours distributed as follows: (1) English composition, language, literature (50% of the work), (2) courses in English Education, e.g., the history of the teaching of English (25%), and (3) practicum experiences in teaching methods courses and writing a dissertation (25%). (JS)

ED027314

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.



# RECOMMENDATIONS FOR THE DOCTORATE IN ENGLISH EDUCATION

## Preface

Positions in teacher education in English and in supervision in English calling for doctoral training have increased rapidly in recent years. Taking note of this situation at its spring meeting in 1966, the Executive Committee of the Conference on English Education authorized its outgoing chairman to confer with the chief officers of the Association of Departments of English, the Modern Language Association, and the National Council of Teachers of English in order to determine what recommendations might be made by the profession concerning requirements for doctoral programs in English Education. The following report summarizes the conclusions reached at a conference in Fort Lauderdale, Florida, on May 17-18, 1968, and is based upon surveys of existing doctoral programs in English Education and the duties of present specialists in English Education conducted by Dwight L. Burton of Florida State University.

## I. The Field of English Education

The field of English Education is defined as that specialty within the broad area of English designed for individuals giving leadership to the teaching of English at the elementary and/or secondary school level and for individuals who will be engaged in the preparation of teachers for those levels. This field includes also those responsible for the continuing education of elementary and secondary school teachers of English. A program in English Education should prepare the student for a variety of careers depending upon his interests and capabilities. This preparation is designed for those who will become supervisors of English programs in the elementary and secondary schools, college teachers of English methods courses and supervisors of student teachers, and those engaged in research in English Education as well as those directing graduate students engaged in research in English Education.

Doctoral programs in English Education may be administered either by a department or college of education, by a college English department, or by both. Most often, these programs will be a joint effort of the two; in every case, however, these programs must represent an all-university commitment undertaken in cooperation with one or more school systems. Wherever the program is located within the university, it should require certain basic competencies and understandings of the graduate.

Departments of English and Education will necessarily have to modify programs which prepare specialists in elementary education in order to provide such special work as the oral interpretation of literature, language learning, and the evaluation and design of appropriate research techniques essential to the understanding of the elementary school.

Doctoral programs in English Education should be broad in scope. Students graduating with doctoral degrees in English Education need study which includes language, literature, and rhetoric as it applies to both oral and written composition and experiences in applying their substantive knowledge of English to the psychology of learning, sociology of learning, and the philosophy of curriculum development, including some attention to the history of the teaching of English. Graduates of such programs need to know which important questions to ask in their field of inquiry and the means for arriving at valid answers. Especially important in the training of specialists in English Education should be experiences in independent study. Graduates need to have clear concepts about the goals of English programs in the elementary and secondary schools and knowledge of ways to reach these goals effectively in order to help classroom teachers with whom they work to develop programs, procedures, and materials accordingly.

TE 001 256

## II. Background for Admission to the Program

A. General Education: Schools as a social institution play an important role in contributing to social change. The potential sociological implications of the schools' functions are complex, far-reaching, sometime obvious, often not. All prospective teachers should be aware of the influence of anthropological, sociological, political, and economic forces upon them not only as educators working in a particular community, but as citizens. They should be concerned with conditions, including the attitudes of the majority group, affecting the lives of minorities in large cities and elsewhere throughout the country. All teachers, but particularly those teaching English, should be especially aware of the problems of communication experienced by minorities with varying cultural backgrounds. Doctoral students in English Education should, therefore, have background study in the social and behavioral sciences.

B. Foreign Language Requirement: A knowledge of one foreign language and its literature at the fourth-year college level should be required of the candidate for the doctorate in English Education.

C. Professional Experience: The candidate for a doctoral program in English Education will ordinarily have taught English or the language arts for at least two years in the elementary or secondary school.

## III. General Requirements and Distribution of Work

The full-time graduate student in English Education should complete requirements for the doctoral degree in not more than four calendar years--eight semesters or twelve quarters--after he begins his program. He should complete the equivalent of 96 semester hours or 144 quarter hours of course work, including the dissertation, practicum experiences, and independent study. This work should be distributed approximately as follows:

A. English -- literature, including children's literature or literature for adolescents; rhetoric, oral and written provinces; linguistics -- 50%.
B. English Education -- course work, seminar, independent study -- 25%.
C. Practicum experiences and dissertation -- 25%.

## IV. English Component

The English program which the candidate for the doctorate in English Education completes will have qualified him in the following areas:

A. Composition
   1. Competence in expository writing at a level necessary to pass a course in advanced exposition.
   2. A knowledge of the principles of effective rhetoric.
B. Language
   1. A knowledge of the history of the English language.
   2. A knowledge of modern English grammer, semantics, and the social, regional, and functional varieties of English usage.
C. Literature
   1. Ability to pass a general examination of reasonable length in the following:
      a. Major works in English literature with concentration on several especially influential authors: e.g. Shakespeare, Milton, Fielding.
      b. Major works in American literature with concentration on several especially influential authors: e.g. Melville, Whitman, O'Neill.
      c. Selected major works of world literature.

2. Ability to employ varying critical approaches: e.g. analytical, biographical, psychological, generic, mythical.
3. Knowledge of children's literature or literature for adolescents.

D. Work in speech
(Preferably oral interpretation of literature and dramatics.)

V. Components in English Education

A. Course work, Seminars, Independent Study in English Education
1. Psychology of language development and language learning -- language acquisition and development; problems and patterns in learning to read, speak, write and listen.
2. Sociology of language -- language problems and characteristics of various regions and classes.
3. History of the teaching of English; scope, sequence, and theories of the English curriculum; methodology; media; research in the field.

B. Practicum experiences and Dissertation
1. Practicum Experiences: Such experiences will differ according to the objectives of the candidate and the resources and opportunities afforded by the institution, but might include one or more of the following:
   a. Teaching of methods courses or such courses as children's literature or literature for adolescents.
   b. Supervision of directed teaching.
   c. Participation in in-service education programs and research programs.
2. Dissertation: The dissertation should be either a monograph or a series of related studies dealing with theoretical or practical aspects of the teaching of English.

NOTE: Training in research method and design should be included where appropriate in any component of the program. The dissertation should not represent the only direct training in research.

Participants in the Florida Conference on Doctoral Programs in English Education:

Dwight L. Burton, Head, Dept. of English Education, Florida State University, Chairman
Robert A. Bennett, Specialist in Language Arts, San Diego City Schools
Ruthellen Crews, College of Education, University of Florida
William H. Evans, Dept. of English, Southern Illinois University; Chairman, Conference on English Education
John H. Fisher, Executive Secretary, Modern Language Association
George H. Ford, Chairman, Dept. of English, University of Rochester
John C. Gerber, Chairman, Dept. of English, University of Iowa
David H. Greene, Head, All-University Dept. of English, New York University
Alfred H. Grommon, Professor of Education and English, Stanford University; President, National Council of Teachers of English
Robert F. Hogan, Executive Secretary, National Council of Teachers of English
Herbert Karl, Dept. of English Education, Florida State University
Gwin J. Kolb, Chairman, Dept. of English, University of Chicago; Chairman, Association of Departments of English
Ruth A. Marks, Consultant in Elementary Reading and English, Idaho State Dept. of Education
G. R. Morissett, Assistant Executive Secretary, National Council of Teachers of English
Kenneth D. Roose, Dean, College of Liberal Arts, Pennsylvania State University; Vice-President of the American Council on Education

Hugh Rudorf, School of Education, University of Nebraska
Michael F. Shugrue, Assistant Secretary for English, Modern Language Association
Ruth G. Strickland, School of Education, Indiana University
Sidney W. Tiedt, School of Education, San Jose State College
Esther Westendorf, School of Education, State University College, Plattsburgh, New York